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ABSTRACT

The results of a workshop on evaluation and recommendation on rehabilitation and education services for the deaf are presented. The meeting reveals the following: (1) The consumer of services has experienced direct involvement as never before; (2) Professionals have been forced to examine their services; (3) The quality of all services for the deaf has been discussed openly; (4) Rehabilitation officials and educators recognized certain common goals; (5) Channels of communication and interaction among officials have been established; (6) Authority provisions are being dealt with; and (7) New perceptions of the services needed by the deaf are surfacing. Other considerations are discussed. (Author/CK)

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WORKSHOP on EVALUATION and RECOMMENDATIONS

relating to the
National Conference for Coordinating
Vocational Rehabilitation and Educational
Services for Deaf People

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WORKSHOP
ON
EVALUATION AND RECOMMENDATIONS

Relating to the
1967 Las Cruces and Subsequent Regional Meetings

DELGADO COLLEGE
NEW ORLEANS, LOUISIANA

FEBRUARY 12-13, 1971

MARSHALL S. HESTER, DIRECTOR-IN-CHARGE

GARY A. CURTIS, EDITOR

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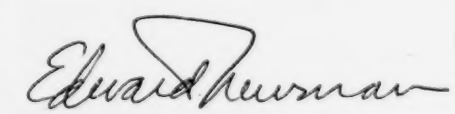
Preface

The National Conference for Coordinating Rehabilitation and Educational Services for the Deaf held in Las Cruces in 1967 heralded a new era in agency cooperation in its joint sponsorship by the Office of Education and the Rehabilitation Services Administration. It marked the first time ever that two Health, Education, and Welfare agencies had combined resources to resolve problems analogous to both. Significant also was the fact that never before had educators, rehabilitation personnel and representatives of the deaf community come together to discuss how opportunities for deaf people might be improved through greater cooperation between those who educate, those who rehabilitate and the consumer.

At the Regional and State conferences that followed where the problems of cooperation and coordination received a closer look, new understanding of the complex needs of the deaf community and how they might best be met emerged. The innovative programs that have already resulted due to these conferences and are making it possible for more deaf people to have more and better services attest to their effectiveness.

Finally, the Workshop on Evaluation and Recommendations is a fitting closing to the Las Cruces story which, however, will continue to effect and influence cooperation and coordination in service to deaf people as long as the splendid momentum engendered shall last.

The Rehabilitation Services Administration is indebted to the dedicated persons who planned and carried out the intricate and extensive operation that Las Cruces was.



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FOREWORD

Accountability is the word nowadays. Few people seem to like the connotations, yet professionalism decrees that we stop occasionally to assess our efforts and find whether we are still working toward the same objectives on the road to our goal. In this particular instance we may also ask ourselves whether the people to whom we are ultimately accountable--deaf people--will benefit by our efforts. We might also give a moment's thought to the taxpayers of America, who have a certain interest in seeing that their money is used productively.

Hence, in assembling representatives of the ten regions which have held conferences to follow up the Las Cruces Conference for Coordinating Rehabilitation and Education Services for the Deaf, the dominant theme was to pull together a composite picture of the impact that the meetings have made, to see what the tangible and intangible results have been, to discover soft spots, and if possible to develop sound recommendations for further action on the regional and local levels.

As will be seen from the regional reports that follow, the Las Cruces Conference and the subsequent regional meetings did have a profound effect. None but the most insensate could leave such meetings without greater respect for the thinking of others who have different perspectives, nor without a feeling of greater dedication to the principle that we can go farther and accomplish more in

working together than we can by going our own separate ways.

Keeping in mind the principle of accountability, it is to be hoped that the participants in this meeting--educators, rehabilitators and consumers (deaf people)--will provide renewed thrust toward bringing people closer together, and in getting them to work harmoniously in serving deaf people who, in these times, are going to need a lot more than sheer guts.

The success of this meeting is due in great measure to the continued, understanding support of the U. S. Office of Education and the Rehabilitation Services Administration, Department of Health, Education and Welfare. Thanks must also be given to Delgado College for making its fine facilities available to the participants, and for the cooperation and help of its staff members. We must thank also Dr. Marshall Hester who has retired many times, but, like the good fire horse he is, continues to respond to the call bell.

Robert G. Sanderson

KEYNOTE ADDRESS

What Happened After Las Cruces - A Pilgrimage into Deafness

Craig Mills
Director
Division of Vocational Rehabilitation
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Tallahassee, Florida 32304

In Dr. Marshall Hester's "Dear Colleague" letter to those of you who would attend this conference, he pointed out that the National Conference for Coordinating Rehabilitation and Education Services for the Deaf held in Las Cruces in 1967 and the subsequent regional conferences were intended to improve the vocational opportunities of the deaf by bringing about greater cooperation between those who rehabilitate and those who educate the deaf. He expressed the hope that through this greater coordination and cooperation, innovative programs and procedures would evolve which could result in much better preparation of deaf people to cope with the complex world that is developing around us.

Dr. Hester gave us a two-fold challenge: (1) to come prepared to help record the things that have happened in your area as a direct or indirect result of all those conferences and (2) to make recommendations for the future.

For so many of us the Las Cruces meeting was a rich experience that stimulated a new interest in services for deaf people. That

conference set off a chain reaction of events with substantial results in many directions. We shall be seeing the benefits of that meeting for many years to come.

But how do you record these benefits? How do you tabulate them and measure them? This is a difficult thing to do by any questionnaire or by any yardstick available to us at this time. Perhaps those of you here at this meeting are in the best position to report on the benefits and results by recording what has happened in your area and by interpreting the significance of these events.

When Dr. Hester talked with me about trying to do this in some way for the opening speech at this meeting, I told him that I knew of no way to do this on any valid, scientific basis prior to the meeting, but I agreed to pull together my very unscientific impressions as a starting point--for you to discuss and react to--so for some time now I've tried to reflect on what has happened since Las Cruces, what changes in attitude have taken place in our colleagues, what new developments have taken place and what results have been accomplished in terms of better services to deaf people.

For many of those who attended the Las Cruces Conference it may have been just another meeting. We go to a new place, hear a lot of prominent people tal' about that part of total rehabilitation effort or educational effort that is of primary interest to them, and then we go back home to the multitude of problems that face each of us and lose the enthusiasm that may

have been engendered at the meeting. And while our intentions may have been good, we never get around to starting all those new things we heard about.

But the Las Cruces conference was sort of hard to go away and forget. Some vivid experiences seemed to stay with many of us and were hard to shake. It might be difficult now, three and a half years later, to say just what these were, but I remember some things that stayed with me.

First of all, deaf people were there and were a part of all the discussions and presentations. We didn't get the chance to consider their needs in some abstract way--they kept reminding us of what their life experience had been, of what they needed or missed or benefited from in their educational process--what they considered good and bad. They kept telling us of how rehabilitation had helped or had failed to help, and why VR was not successful.

For many of us who had not worked specifically with the deaf or very closely with any number of deaf clients we were caught up for a few days in the world of the deaf. Sign language was the common mode of communication. Those of us who could not sign and fingerspell felt handicapped. We were exposed to the great skills of some of the best interpreters in the nation. We witnessed their technical competency as well as the artistry of their work. We shared the thoughts and experiences of some of

best educated and most articulate deaf people in the land. We enjoyed their humor, their joy in entertainment, the trip to old Juarez, and their patience in trying to help uninformed hearing people recognize and understand the problems of the deaf.

Some of us were struck with the intensity of their feeling in the need for total communication. Some of us realized for the first time the basis for their concern about an over-emphasis on speech training to the detriment of language development as we listened to the interplay of educational philosophy in the group discussions.

Somewhere in this intense exposure of just a few days I think that some of my colleagues in rehabilitation grasped a new understanding of the dimensions of deafness, the acquisition of language, the ability to communicate, the unique problems of education for the deaf, and above all else a greater understanding of the fact that the vocational handicap associated with deafness went far beyond the absence of hearing. Although we may have been somewhat humbled by the complexities of the problems of deafness, we also came away with a profound respect for the achievements and capabilities of the deaf people who participated in the meeting. This may not have been one of the objects of Las Cruces, but it is an important point. Good,capable VR people don't understand deafness--you can't plan solutions until you do.

The second feature that carried over past the meeting was that we were put together in small groups with the people from

our own state and region to talk about coordination and cooperation back home--not just in theory but in terms of the life experience of deaf people. This was done with the expectation that there would be follow-up meetings in the regions and in the states and that there was the expectation that something new and better would happen as a result. In this setting it became somewhat difficult for a state Director of Vocational Rehabilitation and the Superintendent of the School for the Deaf from the same state to sit together in the same small group meeting and not be challenged on how they could coordinate their efforts for the deaf. In most group meetings there was some deaf person from their state or region challenging them to do just that.

There were some negative attitudes expressed. There was some rigidity evident, and some expressions of hostility to change. These served to sharpen the focus on the problem and to provide the basis for realistic discussion by the groups. They faced up to such things as the attitudes of certain educators of the deaf who didn't want vocational rehabilitation on their campus and who said that rehabilitators had plenty of time to work with deaf youths after they finished school. Or the rehabilitation agent who claimed that nothing would ever be accomplished in good rehabilitation of the deaf until schools for the deaf delivered a "better product" for VR to work with.

Out of serious discussion of such attitudes and problems there seemed to emerge a sense of concern and responsibility

for deaf people of all ages at all levels, and a feeling of mutual obligation to go back home and do something new and different for deaf people.

There was certainly a feeling that VR and the school for the deaf ought to be working very closely together in some type of cooperative program in behalf of deaf children and youth, that here in the school for the deaf was a "captive audience"--a big segment of our deaf people in their formative years, wanting to be helped, and readily available to us to work with.

The Regional Meetings

I believe that similar meetings have now been held in every region. These followed at a sufficient interval for some new developments to take place as a result of the Las Cruces meeting, and to identify those states or areas where things had not improved since Las Cruces, so the Regional Meetings offered an opportunity for renewal and re-emphasis.

They served to bring in more people from each state than had been able to attend the National meeting. State supervisors and counselors of the deaf attended. Additional staff persons came from the state schools for the deaf. And these were joined by audiologists, psychologists, people from vocational education, speech pathologists, employment services placement people, staff members from speech and hearing centers, public school teachers of the deaf, teacher trainers and counselor trainers and leaders of the organizations of the deaf.

Similar meetings have been held in many states which have kept the issues alive and have focused attention on the problems of cooperation and coordination, and on the specific needs for services for deaf people.

Results

Beyond the discussions and confrontations, what tangible results can we report?

We'll be interested to hear what you report, but let me cite some impressions.

Last year I attended the meeting of the Conference of Executives of American Schools for the Deaf in St. Augustine, Florida. Nearly every private and public state residential school for the deaf was represented, and I tried to talk informally with as many of these educators as I could to get some impression from them of what had happened since the 1967 meeting.

Most of them had VR counselors working at the school full time or part time helping to provide vocational evaluation and counseling and the development of further post-school plans for deaf students. Some reported new cooperative programs with VR with rather extensive staffing and services. Most wanted more help from VR and indicated that VR staff would be welcome. So many still had only part time counselors coming to the school and many had counselors who could not communicate. Most expressed a need for better qualified VR counselors with more skills in communicating with the deaf.

Most expressed a need for more post-school training opportunities for the deaf and especially for those who do not qualify for college.

Most felt that VR was still not meeting the needs of a substantial number of those who graduated or left the school.

Vocational Rehabilitation

To sample the reaction of VR Directors I have tried to talk with as many of them as possible as we have been thrown together at our various regional and national meetings to see what new steps they may have taken since 1967.

It is quite encouraging to hear about new staff employed to work with the deaf; of these counselors being sent to Tennessee and Oregon for short-term training in counseling the deaf or to San Fernando Valley State College for the graduate leadership training program for the deaf; of counselors placed at the school for the deaf; of new training projects for the deaf; of some new programs or evaluation and training for low-achieving deaf; of vocational training and junior college programs being opened up to deaf students by use of interpreters in these settings; of a renewed interest amounting to real enthusiasm in some sections for classes in manual communications involving counselors, social workers, teachers, physicians, psychologists, employment counselors, ministers, church workers, and fellow students; of the acceptance by hearing students of deaf students in vocational technical schools, junior colleges, workshops and other facilities.

There is no question about it--there has been a decided growth in interest in working with the deaf.

The use of the film series "Say It With Hands" has stimulated interest in the use of educational TV and in films as a teaching media for manual communication.

The communication skills project of the NAD is reaching every region in the country and extending information in the media available for teaching communication skills.

The Professional Rehabilitation Workers with the Adult Deaf has become a very effective national organization with top-flight professional meetings and journals, and an ever-increasing membership and attendance. This is rapidly becoming the largest organized specialty group among professional rehabilitation workers, and as such will wield an increasing influence in the rehabilitation process of the states.

As a result of more good meetings and more and better publication there is an ever-increasing body of professional literature featuring the findings of research in the education and rehabilitation of the deaf and the development of adequate communications skills.

There has been a lot of improvement, but we still don't have real good, comprehensive programs for the deaf in most states. We still have too many deaf people who aren't getting the right service at the right time. We still have a long way to go. Why haven't we done more? Perhaps we could consider these ten points as questions for discussion:

1. Do we need another Las Cruces type of meeting? There has been a substantial turnover of state VR Directors since that meeting. I was surprised to note the number of changes as I reviewed the list. Possibly a similar percentage of superintendents of schools for the deaf has changed. If so, a large segment of our leadership does not have the background of the Las Cruces experience--How can we overcome this?

2. The situation has changed along with our leadership. New titles and programs have been implemented under the Federal Education Act and the Vocational Education Act which provide funds and resources to do many of the things that VR formerly provided in cooperative agreements or "third party" funded programs. Do these changes affect the working relationship between VR and the State School for the Deaf?

3. Public school programs for the deaf are expanding. These will increase with the spread of mandatory special education legislation in the states. More congenitally deaf children will be taught in public schools. What kind of programs will these be? How will they relate to the VR programs and to the residential school programs for the deaf? How can VR staff and educators of the deaf have a beneficial professional influence on the development of these programs? How can we encourage the development of good pre-school programs?

4. Do we need a series of conferences on meeting the needs of the low-achieving deaf? Do we need to consider ways of opening up our workshops and facilities to low-achieving deaf for work-evaluation and personal adjustment training? How can we develop

adequate adult education programs for the deaf?

5. How can we promote more short-term training in manual communication for counselors, for vocational education teachers, employment service counselors, social workers, psychologists, etc? Can we get adult education to sponsor these programs? Should we be asking for federal grant authority for this important training?

6. How can we encourage an increase in the supply of qualified interpreters for the deaf, and how can we insure that these services are made available to all deaf persons who need them? Should this be considered a right of deaf people? Should we promote the establishment of some type of federal grant mechanism to provide for this? Should the VR Act be amended to provide 100% federal money for this purpose or should it be provided through a federal aid to education title?

7. Should we be seeking federal authority and funding to provide for the staffing and training of special VR centers to work with the deaf? Would we get more advance in state programs for the deaf if federal grants were available at 100% federal funding for three years?

8. Are we ready to consider "earmarked" or designated federal funds for VR-state programs for the deaf? Should the federal law and regulations be amended to require the VR State Plan contracts to include certain basic minimum programs for the deaf in order for a state to qualify for federal VR funds for the entire VR program?

9. Should we be considering and promoting legislation to designate VR as:

a. The permanent census agency for the deaf with the mission to identify and make a continuous record of the deaf of all ages.

b. The information and referral agency for all the deaf.

c. The counseling agency for the parents of deaf children.

10. Should we consider ways to expand the extend the federal grants to workshops and facilities to include something like the present "training services" grants which pay for training and maintenance to provide specifically for deaf clients? Could such a grant mechanism make many of our existing facilities and vocational programs more accessible to deaf people?

Summary

We are all convinced that the 1967 Las Cruces meeting has had a profound effect upon our educational programs and rehabilitation programs for the deaf. Our challenge at this meeting at Delgado College is to consider how we may keep the momentum we have achieved, and how we can renew and keep alive the spirit of cooperation from Las Cruces.

INTRODUCTION

In November of 1967, a National Conference for Coordinating Rehabilitation and Education Services for the Deaf was held at New Mexico State University, Las Cruces, New Mexico. Professionals working with the deaf came to realize from this meeting that these two agencies are similar in respect to goals but are not truly interactive. It was the general feeling that follow-up meetings were needed at regional and state levels to implement the outcome of the national conference.

The stage was set for a unified approach with each discipline making a maximum contribution without fear of dissension provided the deaf student or client remained the "common denominator. Considerable follow-up has been done with regional and state conferences in accordance with recommendations made at Las Cruces. The conclusions reached were similar to those precipitated from the national meeting. Reports by regions follow.

--Editor

REGION REPORTS

REGION I:

In the New England States, Vocational Rehabilitation people, both Federal and State, have been busy setting up and running programs that will aid the deaf population.

A very successful regional conference was held in October of 1969 at Auburn, Massachusetts, under the direction of Miss Eleanor Smith, our Associate Regional Commissioner.

In the State of Connecticut, a State Vocational Rehabilitation training program was arranged with the American School for the Deaf to train sixteen Vocational Rehabilitation counselors each year in the use of the language of signs. In April of this year, a two-day conference entitled "Meet the Deaf" will be sponsored by Vocational Rehabilitation funds at the American School for the Deaf to orient state and private agency personnel with the needs for services for people with hearing disorders.

Massachusetts established a program at the Metropolitan Center in Boston to provide training for young deaf adults in modern day job skills.

Rhode Island has a Vocational Rehabilitation Counselor working with the school for the deaf administration. Specialized job training outside the school has been arranged for all students in their final year of school. In the

summer of 1970, the University of Rhode Island Graduate School (Department for Hearing and Speech Disorders) conducted a seminar for the deaf community at the Rhode Island Hearing and Speech Center, an affiliate of N.A.S.H.A. The deaf were asked to suggest topics they wished to learn more about. Experts were called in and interpreters were provided. During ensuing sessions, the deaf instructed Vocational Rehabilitation Counselors and graduate students in the use of sign language.

Mr. Elmer Mitchell, the energetic director of vocational rehabilitation in Maine, obtained a Section II Vocational Rehabilitation grant to establish a new facility to expand vocational training into a more comprehensive program for deaf youth and adults at Baxter School for the Deaf.

In November of 1970, Vermont, New Hampshire and Maine held a two-day conference on deafness. A sub-committee was set up with the responsibility of arranging priorities and for pushing action on the recommendations made. One recommendation was to publish a monthly news letter to inform deaf of these states of upcoming functions and activities.

Another event undertaken was to begin discussion with the Clairmont Vocational College in New Hampshire, a state operated school, about adding a special staff counselor

and an interpreter for the deaf. This school now has five or six deaf students learning new job skills. Berlin Technical Institute in New Hampshire has also added two specialized courses for the deaf.

The bond of friendship and cooperation between educators, vocational rehabilitation people, and the deaf in the northern New England States is much stronger than it was three years ago thanks to Miss Eleanor Smith and her staff.

REGION II:

Region II covers New York, New Jersey, Delaware and Pennsylvania, one of the largest populations of deaf and hard of hearing people, and has a program which might be considered good but which also leaves much to be desired. The feedback between State and Federal offices is very poor.

Puerto Rico is part of Region II and it is pushing for a survey to find out what can be done to improve services for the deaf there.

Pennsylvania started a number of projects, but everything seems to have stopped because of a shortage of funds. Pittsburgh also has some projects going on but they have not been specifically reported.

In New Jersey there are ongoing programs. New programs are also being developed in and near the Marie H. Katzenbach School for the Deaf in West Trenton. They have a number of

work evaluation and study programs in conjunction with the Vocational Rehabilitation. Such programs are developed by the state vocational counselor working closely with the vocational rehabilitation counselor at the school. They are bringing interested employers to the school. Youngsters can go on field visits and on-the-job tryouts. This program is resulting in a very high placement record. Multisensory teaching devices and simultaneous methods of communication as well as oral methods are in use.

The associations and clubs for the deaf exist in their own subculture in the State. There is very little interaction between deaf clubs and the hearing world. A broader, more responsible organization for and by the deaf is needed in New Jersey.

New York State has seven rehabilitation counselors who work with approximately 10,000 to 12,000 deaf people. Three are located in New York City. This is an improvement over the four counselors of two years ago. The Vocational Rehabilitation Director and Associate Commissioner are communicating with the Commission for the Deaf. They are trying to develop a program for the deaf, but this cannot be implemented at the present time because of austerity. When funds become available we expect that needed programs for the deaf will be implemented.

Development of services proceeds unofficially. Through the efforts of one rehabilitation counselor in New York

a workable registry of interpreters for the deaf to be used in schools, training centers, and vocational rehabilitation offices is beginning. Interpreters are, however, in short supply.

In New York work is also being done with the hard of hearing. It is estimated that there are about one million hard of hearing people who can discriminate speech to varying degrees and who may well be candidates for vocational rehabilitation services. The New York League for the Hard of Hearing now attempts to service this particular group.

Since workshops have occurred in the New York area under the auspices of New York University and N.A.S.H.A., there has been a change. Dr. James McMahon wants this workshop to know that it is extremely valuable to have workshops. They have a "snowball" effect. For example:

.A new Captioned Film program now services 2,000 people every four months.

.For the first time a manual communication class is offered at New York League for the Hard of Hearing. They also have a program for group therapy.

.Plans call for a social worker who is knowledgable in the simultaneous method of communication.

.A college adjustment and preparation program for high school seniors uses deaf and hard of hearing students and graduates for group discussions to outline the realities to be met when transferring from a high

school to college.

.The New York Society for the Deaf, strictly for the deaf of New York, has an ongoing communication training program and is trying to gear it to the adult who uses the language of signs as a primary medium of communication. They are attempting to use the language of signs as a bridge to expand vocabulary and to instruct in proper English syntax, to increase language facility, and to generally improve language skills. This is being funded through their own budget because they have been unable to get additional funds.

.A psychiatric social worker is now available for the rehabilitation of drug addicts. The Methadone and Odyssey House programs work with us on this too. Psychiatric social workers are also involved with family and personal counseling for the deaf at the psychiatric institute.

.Greater communication among agencies working and serving the deaf is a desired and continuing goal.

.The Society recently held a workshop to develop interpreter training as a certificate or degree program.

REGION III:

In a Region III follow-up conference, the most frequently mentioned "needs" of the deaf were:

1. A state supported community service center for the deaf. The Maryland Association of the Deaf working with the Speech and Hearing Agency in Baltimore submitted a proposal for a grant to the Federal government. The grant was rejected and no follow-up meeting has been held. Following a Region III conference last May the Maryland Association of the Deaf decided to go it alone. The Lieutenant Governor of Maryland is now arranging a meeting with key personnel within the government. Deaf persons in Virginia are working on a similar plan.
2. A method of involving parents and hearing friends of the deaf, not only at the school level, but with the activities of the deaf community.
3. A more realistic look at vocational education as now offered by the residential schools. Many feelings were expressed on this--a few are: (a) Need for work-study programs; (b) vocational education at an earlier age; (c) educating for change; and (d) more "modern" trade courses.
4. Involvement of more deaf people in planning education and rehabilitation services for the deaf. For example, Gallaudet College has deaf members on all faculty committees.

5. Full-time vocational rehabilitation counselors to work with the deaf. Communication is the key to success here. A few states in Region III have made good progress.
6. Programs on deafness for deaf people. The Maryland Association of the Deaf sponsors several classes in adult education in the public school system and is looking into the possibility of starting a seminar type course on deafness for the deaf.

These ideas represent the thinking of over seventy individuals who attended the Region III conference. One major disappointment has been a lack of communication within the region.

REGION IV:

A regional conference was held at the University of Tennessee in 1969 and all other states, save three, have plans for conferences. The addition of a consultant in the regional office has proven encouraging and extra counselors for the deaf have been added. The number of counselors at this time is:

1. Florida - 16
2. North Carolina - 6
3. Alabama - 6
4. Tennessee - 5
5. Georgia - 4
6. Kentucky - 1

7. South Carolina - 1

8. Mississippi - 1

Each state has shown an increase in the number of rehabilitated hard of hearing and deaf individuals.

Region IV believes that plans of action should be formulated. The resources of all agencies must be coordinated. "Better Services for the Deaf" is the objective. Education and rehabilitation takes on a broad connotation that reaches far beyond the scope of any one agency or individual with this approach.

Rehabilitation counselors are more directly involved in providing guidance, counseling and placement services. Schools, including academic and vocational, are more directly involved in the teaching and learning processes. This involves cultivating the students mentally, socially, morally, and developing skills required to obtain and hold a job. This includes the ability to solve everyday problems in life.

Frequently rehabilitation assists in developing or improving facilities needed in providing services for the deaf. Planning for such facilities and a program of services should be a joint endeavor between rehabilitation and the agency involved.

It is proper that Crippled Children's Service, Rehabilitation, and other agencies join with school and other proper officials in providing medical examinations, psychological

information necessary for vocational guidance, physical restoration, hearing and speech therapy, and other things necessary in giving the deaf an equal opportunity. The major obstacle to such an utopia--where services of all agencies are completely coordinated for the full benefit of the deaf student or client--is professional jealousy. Each agency and individual must be aware of the fallacy of exercising his prerogative at the expense of others. Determining the needs of the deaf student or client and letting this become the common denominator with everyone working together professionally will avoid this fallacy.

Those in Region IV charged with the responsibility of developing a Plan of Action hope to do so after guidelines have been established at this conference.

REGION V:

There was vigorous participation in the Region V workshop held at the University of Cincinnati on March 10 to 12, 1970. The report of this meeting has been edited and interested persons can obtain copies by writing to Dr. Michael Rodda, Department of Special Education, 305, College of Education, University of Cincinnati, Cincinnati, Ohio 45221. Following the regional workshop, plans called for state meetings and the information available indicates that four of the six states have held follow-up workshops.

In Ohio, a number of local meetings have been held in the seven areas into which the state has been divided. This is an attempt to ensure that the original aims and objectives of the Las Cruces meeting are implemented at the "grass roots" level.

It is profitable to identify areas of concern which uniformly seem to affect all states and local areas in Region V; briefly, screening, parent counseling, curriculum change and the deaf community.

Screening

Screening is often thought synonymous with audiological screening of pre-school and school age children with a view to detection of hearing impairments. However, concern has been expressed about the failure to develop preventative programs in the areas of mental health and vocational rehabilitation. One critical factor is the constant lack of communication and liaison between schools and rehabilitation personnel. Referrals are often received too late to enable preventative as opposed to rehabilitative work to be undertaken.

Parent Counseling

The failure to identify administrative structure that specifically delineates responsibility for working with the parents of deaf children is a major problem. Efforts have been fractionated and uncoordinated. This seems to be a parallel area of concern for many working in the field. Involvement of rehabilitation counselors and deaf adults in counseling

programs for parents of young deaf children is needed. Parents must understand the eventual social and occupational implications of deafness upon their children.

The region is unanimously agreed that such programs have to be developed to serve from infancy and the preschool years upward and that they have to be integrated with educational, work study and vocational counseling programs. It is strongly felt that much of the value of the counseling may be dissipated when parent's expectations are unfilled. There is a danger of rejection of both their children and their professional advisors.

Efforts are being made in Ohio to establish integrated counseling centers and regional vocational rehabilitation centers.

Curriculum Change

Curriculum change needs to be effected at all levels from preschool to professional training. Experimental learning should become the focus and measurable objectives should replace the more global ones. Many of the sterile arguments between disciplines and about method are irrelevant. Efforts at the doctoral training program at the University of Cincinnati are expected to develop a modern philosophy that can be passed on to community agencies.

Deaf Community

Many persons in the area are concerned about specific matters such as the failure to recruit deaf persons into the professions serving the community. However, the feeling is also prevelant that the deaf community has to become more organized and politically active. Legislators and others are ultimately responsive to the pressures of public opinion. Such opinion can only be mobilized if the deaf community becomes much more politically active than it has been in the past.

Participation in the follow-ups of the Las Cruces conference has for the region and the States been an agreeable, enjoyable and professionally stimulating experience.

REGION VI:

Texas had a state level meeting in 1968 at Texas Women's University. This was followed by a Region VI Conference for Coordinating Rehabilitation and Education Services for the Deaf at Callier Hearing and Speech Center in October, 1969.

The conference attended by educators, rehabilitation counselors, parents, and deaf adults met to discuss the coordination of education and proper rehabilitation services for the deaf and to find the proper vehicles to bring about this coordination. The following meaningful results were outcomes of that meeting:

1. Call for action.
2. Action committee established consisting of two members (one from education and one from rehabilitation from each state).
3. General concensus that some type of regional service center for the deaf be established.
4. Action committee met in April 1970--only six of the ten members attending--one state was not represented.
5. A general statement of need was written by this committee for a Regional Coordinating Structure for Education and Rehabilitation Services for the Deaf.
6. A brief description of the responsibilities of such a regional structure was drawn up and roughly priced out.
7. The committee agreed that the coordinating structure should be university based, preferably in Texas due to its central location in the region. Several members were asked to make contact with Texas universities. This was done and little interest in such an endeavor was shown. No one felt the same needs. There was fear of having to spend money, and there was also a not too clear-cut idea of what was needed.

8. This problem has been discussed with regional representatives of RSA.

The State of Oklahoma held a meeting in May of 1970 to discuss services for the deaf and hard of hearing.

REGION VII:

The deaf population in the midwest is somewhat thinly scattered over a rural, agriculturally dominated society. Services for the deaf are widely scattered. In many respects proof of the existence of deaf persons in need is the major problem.

Region VII met in Omaha in November, 1969. Our region consists of seven states. Attendance at the Regional Conference was approximately 100 persons who were educators, parents, rehabilitators, deaf persons, clergy and audiologists, as well as some who had no previous contact with a deaf person, but whom should be getting involved. From this meeting, each state formed an action group and set some tentative goals for further planning. Briefly summarized, these beginning goals were as follows:

IOWA: To expand upon the exchange of information between persons in the field of education and rehabilitation of deaf persons through the medium of a statewide conference.

KANSAS: Establishment of a state action group to promote and develop programs to meet the needs of deaf persons. First goal--to get a full-time rehabilitation counselor for the deaf.

MINNESOTA: Develop a planning committee for purposes of a state-wide conference in order to identify areas of need for deaf persons in Minnesota.

MISSOURI: Plan a follow-up statewide conference with recommended goals coming out of the regional conference.

NEBRASKA: Plan to work toward a cooperative agreement between the University of Nebraska and the State Association for the Deaf to facilitate the hiring of a state coordinator for services to the deaf in Nebraska.

NORTH DAKOTA: Plan a statewide conference with the intent of surveying existing resources for the deaf and identifying future needs.

SOUTH DAKOTA: Recommend establishment of a long-range plan with the first goal being to begin formal training program for dormitory counselors to certify them as resident supervisors.

One of the most significant events to occur at the Regional Conference was the spontaneous participation of the parents in attendance. They requested the opportunity to file a minority report which in substance reminded the professional ranks to set aside our vested interests and focus on their children as individuals--rather than experimental objects.

The following events are directly traceable to that conference:

1. Iowa has had two Statewide Conferences since November 1969, drawing together a representative group of persons concerned with the deaf. Parents, deaf persons, teachers from the residential school, teachers from the day school, audiologists, university staff in special education, and rehabilitation personnel have met together and have found much in common and a strong need to unite efforts to improve the lot of the deaf and hard of hearing in Iowa. An active steering committee is now in existance to formulate the means for organizing an ongoing, statewide action group. A third conference is being planned for April.
2. Concrete evidence of greater inter-agency cooperation arose from the previously cited meetings. A feeling of coordinated effort exists throughout the state.
3. Communication needs of the deaf have received wide attention. A manual communication course is being offered within the training program for Audiology at the State University of Iowa. A workshop in Northwest Iowa has arranged for its entire staff to study manual communication, hiring a teacher from Sioux Falls. Several other adult education classes in manual communication have been started or are pending.

4. A Des Moines Committee for the Hearing Impaired has been functioning for the past two years to work on such projects as:
   a. A club for teenage deaf where they can socialize and see captioned films.
   b. Initiation of a severe weather warning system through the local TV stations.
   c. Establishment of a professional library of materials concerned with deafness to be housed in a central location and made available to everyone interested in the subject.
   d. Initiation of plans for summer work project for teenage deaf children in Des Moines.
   e. The beginning of an adult education class for the deaf in the community.
   f. Utilization of a speaker's team, one deaf and one hearing, to travel from school to school acquainting elementary level students with the deaf person.
   g. The beginning of what may develop into a state-wide parents group.
   h. An improved attitude of cooperation and coordination exists among varied agencies and individuals providing services to deaf persons in Des Moines.

The deaf person has become more visible. Considerable enlightenment has taken place--all the way to the University level--regarding the deaf person and his needs. Much has been done to break down artificial barriers between those concerned with the hard of hearing and those concerned with the profoundly deaf. The developing mood has been, "You help me with my problem, and I'll help you with yours."

The relationship between rehabilitation and the state residential school has continued to improve. Rehabilitation now has a full-time counselor assigned to the school. Rehabilitation is invited to parent meetings at the school. Deaf leadership now meets regularly with rehabilitation personnel to exchange information, lend mutual support, and identify respective goals.

The major accomplishment has been bringing together those who have a stake in the game--the educator, the rehabilitator, and the deaf person. In addition, others such as parents and audiologists assist in the cooperative effort. More people are aware that dear people exist in Iowa. The on-going challenge is to reach out, through cooperative efforts, to employers, school boards, legislators and the community for greater influence on the lives of the deaf.

REGION VIII:

The Region VIII Conference on Integration of Rehabilitation and Education of the Deaf was held in Salt Lake City,

Utah, October 27-29, 1969.

State reports are as follows:

IDAHO. The Vocational Rehabilitation Service feels that there was a development of better communication. The Idaho School for the Deaf commented that:

1. Attitudes of hearing people in Rehabilitation were improved toward deaf people.
2. The RCD (rehabilitation counselor for the deaf) stationed at the School for the Deaf has been very helpful.
3. The RCD has been able to extend his services statewide.
4. The counselor has expanded his services at the school to include training programs for graduates, and to develop placement services.
5. Some of the vocational rehabilitation people are now attending sign language classes in Pocatello, Gooding and Boise.
6. Before having an RCD at the school there were no graduates attending Seattle Community College--now there are several.

COLORADO. The Colorado Advisory Council Serving the Deaf has been organized since the Salt Lake conference. It consists of two representatives of every organization interested in and serving the deaf in the state. It has held a number of meetings, and new channels of

communication have been opened. A member of this council states that "while there has been no real action, if there had been no conference there would be nothing for me to complain about!" He acknowledges that talking and planning must precede action programs. Colorado is moving ahead. Denver Community College has developed a vocational and academic program for the deaf.

MONTANA. No response.

WYOMING. Nothing to report.

UTAH. The educational program for deaf children in the state is developing a true dual track approach to eventually give parents a choice of educational programs.

In rehabilitation, an increasing number of orally trained deaf youths are applying for services. Specific efforts need to be taken to acquaint those concerned that services are available to all deaf people.

More people have become aware of the multi-faceted problems confronted by rehabilitation and education, and have become more tolerant of differing attitudes.

Rehabilitation has made a specific effort to seek out capable deaf people and encourage them to develop their potentials. A leadership program is being developed.

There is an amiable, cooperative effort with the Utah School for the Deaf in the development of an evaluation program to provide efficient and economical placement of deaf graduates in programs suited to their capabilities.

In rehabilitation a full-time counselor-aide who is also an expert interpreter has been employed. This has expanded our services to deaf people at all levels. Deaf professionals have an interpreter available for meetings; the community may call upon her at any time for interpreting in court, in the hospital, or wherever needed. Every rehabilitation office serving a large number of deaf people should have such an interpreter aide.

REGION IX:

Vocational rehabilitation has expanded services for the deaf by hiring more counselors in Arizona.

California has developed a task force with persons from vocational education, special education, and vocational rehabilitation to study and develop a program for the deaf and other handicapped within a two-year period.

The school for the deaf at Berkeley has hired a continuation teacher on its staff to help the deaf who have dropped out of school or who have been dismissed from the school. This teacher will work with vocational rehabilitation counselors to help these persons achieve at least a high school education. There is also an on-campus full-time vocational rehabilitation counselor who works with the deaf and the school.

There is presently an endeavor to get 90 junior colleges in the State of California to pay for support of deaf persons

who want to attend. Presently eight junior colleges in California have programs for the deaf in which either the junior college pays everything from vocational education money, or vocational rehabilitation pays everything.

Vocational rehabilitation is also starting to train counselors in the basic implications of deafness. Two-day conferences are held in each district.

North and South groups made up of representatives from each deaf organization help in unifying the deaf of California.

REGION X:

Although difficult to assess, the Las Cruces Conference certainly had its effect on program developments in Region X. It has accelerated development of services in the Region in many ways. Perhaps some of the positive lasting effects are not concrete in nature but as Dr. Boyce Williams has commented, "It has already fostered a spirit of greater openness among workers with the deaf. Results can be seen in a burgeoning wave of innovation that seems to be reaching into every corner of the United States, even after only three years." This spirit of innovation and openness in Region X is readily apparent and is a direct result of the Las Cruces Conference.

Before Las Cruces, there was little happening in what is now the new Region X, outside the various state residential schools and the day classes or the public schools. Following

are descriptions of various programs and activities in the Region.

OREGON and WASHINGTON: Divisions of Vocational Rehabilitation have created positions on the state staff for Vocational Counselor Specialists for the Deaf. The positions are staffed with personnel, specially trained to work with the deaf. They also act as consultants to the other counselors on problems relating to hearing loss and deafness. A well organized and active Registry of Interpreters for the Deaf has been established. The Oregon College of Education has established a four-week training program for counselors preparing to work with the deaf. The College now has an educational curriculum for training teachers of the deaf at the M.A. level.

Lewis and Clark College in Portland, Oregon, expanded its Teacher Training Program for Teachers of the Deaf.

The Seattle Hearing and Speech Center established the Northwest Regional Rehabilitation Center for the Adult Deaf. It provides comprehensive evaluation and training in areas of education, speech, audiology, psychology, psychiatry, social work, vocational counseling, and training and living skills. The program coordinator is Roger Falberg.

The Seattle Community College established a Junior College for the Deaf, headed by Dr. Herbert Barkuloo. The program has approximately 80 deaf students enrolled this year. The College gives a wide choice of training options

in vocational training, two years academic college, and adult high school completion for deaf students. It is funded by a grant from the Social and Rehabilitation Services Administration of the Department of Health, Education and Welfare as part of a Research and Demonstration Program.

The Seattle Public Schools have expanded the day class program to include pre-vocational training, multi-communication approach in the upper grades, and has established a preschool program for the deaf-blind.

The University of Washington has established a Teacher Training Program for Teachers of the Deaf, offering Masters and Doctorate degrees.

A most important result of Las Cruces is the local Council of Organizations Serving the Deaf. This committee is composed of representatives of the deaf community and representatives from the various educational, service and state programs working with the deaf. The committee is currently working on standards for school programs. It provides a forum similar to the National Council of Organizations Serving the Deaf.

There are many areas of the Region developing services that are not mentioned. The rapid growth of programs and services in the past three years makes it almost impossible for acknowledge them all. The fact that so much has happened in so short a time is in itself a tribute to the Las Cruces Conference and its sponsors.

Evaluation - The Charge

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If we are to evaluate, we must examine and judge concerning the worth, quality, significance, degree or condition. This is our charge.

The Las Cruces National Conference for Coordinating Rehabilitation and Education Services for the Deaf in 1967 was followed by a number of regional, state and local meetings. The meetings precipitated naturally and quickly from Las Cruces and have seemed to indicate that 1967 was a year to remember.

The goal of the National Conference and the follow-up meetings was that through this coordination and cooperation, innovative programs and procedures would evolve which could result in much better preparation of deaf people to cope with an increasingly complex world.

In assessing how each region, state and locality has progressed, you may wish to address yourselves to these points raised at the National Conference:

1. Are rehabilitation counselors made available to residential and day school programs for the deaf? Can they relate and communicate effectively? Is their assignment part-time or full-time?

2. Have educational programs for the hard of hearing and the deaf involved rehabilitation personnel with the deaf child at earlier ages and grade levels?

3. Have all of us paid heed to the reservoirs of knowledge projected in demographic studies? Are we integrating the data provided by the National Census of the Deaf? Have your agencies been supportive of this and other important studies?

4. Are we really meeting the needs of the multiply handicapped deaf? This is a crying need.

5. Are we making greater utilization of adults--competent deaf persons--on advisory groups? Are we considering the expertise of the deaf adults?

It is obvious to all of us that educators and rehabilitation people are more knowledgeable of each others field as a result of Las Cruces. The human element is coming into play. More needs to be done in using vocational education money- 10% of which is earmarked for the handicapped and we need more mutually developed programs between technical schools and rehabilitation agencies.

In addition to the above I have some observations:

1. Have we done an adequate job of planning our programs to meet the basic needs for service and to obtain the support of deaf people?

2. Are professionally trained staff skilled in working with the deaf being utilized most effectively?

It seems at times we rob one successful program to initiate another without adequately replacing manpower shifts. We succeed in diluting the total impact of both programs.

We need to pay attention. We need action NOW--with direction.

EVALUATION

The body of participants in New Orleans first met in working groups by interest (educators, rehabilitators, and consumers) and later in mixed working groups to prepare evaluation reports. Reports from the three groups reflect definite areas of consensus and other important considerations or pertinent comments. The considerations and comments will be presented here under Important Addenda.

--Editor

Points of Consensus

1. Evaluation must be based on whether or not there have been changes in attitudes and whether or not new programs or improvement are being established.

2. The most important effect of the national conference was the mutual modification of attitudes and the improvement of communications between rehabilitation and educators of the deaf. Meaningful communication still is lacking between the deaf community and State Departments of Vocational Rehabilitation.

3. There is a need to deeply involve the deaf themselves in evaluating the cooperative efforts of both disciplines of rehabilitation and education. Within any particular state representatives from the three (3) groups must understand the importance of habilitative and rehabilitative procedures being vital components to the development of a successful, adjusted deaf adult. The impact of this "undertaking" can have greater long-term influence than a more immediate action response.

4. Regional and state meetings were held in most instances. However, it was clear that much depended upon the availability of leadership in the states. The effect of Las Cruces was not nationally uniform.

5. Despite the "charge" at the national conference, little or nothing has been done toward the habilitation of the multiply handicapped deaf. A few programs at the preprimary or primary

levels have been initiated, but little serious planning has been done for programs to achieve broad, long range objectives.

6. Parents need opportunities to meet deaf adults in order to have a realistic and positive image of what the objectives of education and rehabilitation should be. The crux of many rehabilitation problems seems to seat itself in family circumstances. Parents must be educated to accept and communicate with their hard of hearing or deaf child very early in the child's life, and there has not been significant utilization of deaf adults in the guidance and counseling of parents.

IMPORTANT ADDENDA

1. Thinking and philosophy have been influenced to a considerable degree, and there is a new sense of accountability in education and rehabilitation.

2. The simple procedure of cohering neighboring states does not really constitute a functional region delivering rehabilitation services. The concept of regionality being encouraged at the federal levels needs consideration.

3. Political action groups of all persons concerned with problems of the deaf should be established, including substantial representation from the deaf community and parents. The promotion of State Council of Organizations Serving the Deaf may provide model structures.

4. There was expression of the need to re-evaluate what is meant by consumer involvement. There was concern over whether the deaf professional could be considered a consumer and general recognition that such consumers must have training to provide effective leadership for program improvements.

5. The state's role is crucial. States that support the rehabilitation concept, per se, must meet with the deaf to obtain money, coordinate needed services and establish programs with consistent effort. Continued reinforcement at the state level through regular meetings is essential if quality service is to be provided. Constant changes in personnel at the state level, counselors unskilled in finger spelling and the language of signs, fragmented administrative structure with no counselor assigned to deaf clients only, were three points noted that detracted from quality service.

6. The quality of counseling was thought to be the most important ingredient to a successful program. There is a dearth of qualified counselors. Rehabilitation counselors for the deaf must be able to communicate freely with the deaf, but equally important is the ability of these counselors to understand the psychology of the impact of deafness and to be sensitive to the needs of the individual deaf person as they relate to his personality and experience. Rehabilitation services must become more practical with less "come to my office" counseling.

7. Sign language classes and the educational concept of Total Communication are spreading to all parts of the country and early indications for positive change are encouraging.

Challenges Facing the Evaluation and Recommendation Conference

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When I was asked by Dr. Marshall Hester last week to make a 15-minute presentation on how to get you people to think clearly and positively, to be innovative in making recommendations on how to raise deaf people from their second-class citizenship stature and better their lot, my first feeling was one of panic and dismay. I asked myself: "Why me!" "Who am I to speak to these people?" But when I thought over the sad experience of deaf people in this country and the terrible waste of deaf brain power, my feeling of panic turned to a sense of urgency and I readily accepted this task.

It would be presumptuous for me to tell you what you should do. You are leaders and experts in your own field - or you wouldn't be here spending the tax-payers' money. My assignment is difficult. I just can't come up and say: "Let's do it just once more for Gipper." That rah, rah, Notre Dame spirit just isn't enough for this job!

1. We must keep paramount in our minds all of the shortcomings and failures of the education for the deaf - most particularly in improving the communication ability of the deaf.

Perhaps the greatest single area of potential improvement is in the pre-school period which all educators agree is the period during which the rate of mental development is normally most rapid.

2. Rehabilitation for future self-reliance and self-support must begin at an earlier age. At present, vocational counselors are placed in a few schools to give guidance to deaf students shortly before they leave school. This approach should be taken in all schools. Also, an understanding of the world of work should be given to deaf children as soon as they are old enough to absorb such lessons.

3. There is almost a total lack of community and referral services. Where can a deaf person go just to learn about a needed service? A few communities have such referral services most often supported by the State, although some are voluntary efforts by the deaf themselves. Funding such centers is perhaps now possible under Federal law, through a suitable State agency, but little is being done in this area.

4. The deaf in mental health institutions are almost wholly by-passed and forgotten by professionals and the public. Specific hospitals in New York and Chicago have showed that the emotionally ill deaf can be helped. We need "permanent" programs to make sure all deaf persons can get this help, if they need it. There is also a need for "half-way" houses to enable such deaf persons to be more effectively re-introduced into the everyday world after discharge from mental hospitals.

Many other questions remain to be answered:

5. How can we get the deaf and the hearing worlds closer together? Experience has shown that when parents of deaf children socialize with deaf adults, they acquire a keener insight into the significance of deafness and their family life with their deaf children improves for both.

6. How can we educate the public about the deaf? We are doing something today, through the National Theatre of the Deaf, TV, and some books about deaf people. But these efforts while laudable, are minimum ones. There must be a nationwide campaign to create a more positive public image of the deaf to the end that prospective employers, labor unions, and all others in a position to influence the economic welfare of deaf people, would acquire a more objective and cooperative attitude toward them.

7. How can we get educators of the deaf to understand the ultimate consequences of the teaching methods they use, and to profit from such lessons. There was at least one instance in which an educator of the deaf who had been espousing the purely oral method of instruction, began to have doubts and to broaden her professional attitude after contact with deaf adults. Also, too often established teachers of the deaf in oral day schools have never met a deaf adult and have little concept of the academic deficiencies ultimately left by the exclusive use of the oral method.

8. How can we spread the use of total communication in

our schools? Admittedly, it will be a difficult task to convince the dyed-in-the-wool oralists of the advantages of reinforcing speech-reading with signs, voice, visual aids, etc. But a start has been made in some schools, notably in Maryland. Hopefully, the success that school will surely enjoy will be publicized and other schools will be encouraged to follow the trend.

9. How can we begin a national program of adult basic education for the deaf? We all know that the average deaf adult has a 4th grade reading level. Nothing points up more than this one fact the failure of education of deaf children and the great need to remedy this failure by providing deaf adults with the opportunity to improve their basic academic skills. Many local areas have fine existing facilities for adult education. We, as taxpayers, are entitled to these facilities. We should be more receptive to the new idea of using interpreters to aid deaf adults in hearing classes, as well as setting up classes for deaf adults alone.

These, then, are some of the problems facing us today. Perhaps some of them are beyond the scope of this meeting. But they all must ultimately be solved if the deaf are to assume a better position in society.

I am grateful to Dr. Marshall Hester for the opportunity to be here with you. I now close with the hope that someday people will say about you, paraphrasing Winston Churchill's famous quotation: "Never before in the history of deaf human misery have so many owed so much to so few." Let us make it true!

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I am a generalist in rehabilitation, not a deaf specialist. I have had twenty--five plus years of experience in rehabilitation, with some involvement with deaf persons during all of the period and responsibility at the policy-making level for deaf programs for perhaps five or six years. So I have just been wading around the edges of the pool in which most of you have been immersed.

My observations and suggestions will not be profound, but I hope they will provoke some discussion on the next steps to be taken. I am going to begin on a critical note. With five years at a State Vocational Rehabilitation Central Office policy making level, I can count on one hand the number of deaf persons who came to see either the State Director or me. In those five years I can count on two hands the number of other individuals in leadership for deaf positions who came to see us. Representatives from blind groups, mentally retarded groups, MI groups were almost weekly visitors. Even of those deaf people and leaders of the deaf who came, no one ever asked how many deaf persons were rehabilitated, or what percentage of the rehabilitation dollar was used for deaf persons, or how many deaf persons we were serving, or how much the average deaf

rehabilitant earned, or how long they worked after being rehabilitated, or how many tax dollars were potentially saved by rehabilitation of deaf persons.

These would have been pertinent questions, and the State Vocational Rehabilitation agency could have answered them to some degree, but they weren't asked. These questions were asked by representatives of other disability groups.

Since I have been in Region X in Seattle, we have been visited by representatives of the mentally retarded; the blind; workshops for the handicapped; and many training agencies such as social work educators; counselor educators; medical educators; etc. But no one has come representing deaf persons. Can we conclude that all is well with Vocational Rehabilitation of deaf persons?

This is the age of cost benefit studies. I believe that if the questions I suggested earlier had been asked that in most states VR agencies the deaf rehabilitation would lead the list in cost benefit as compared to other disability categories.

1. Therefore I suggest or recommend that you go to the Director of Rehabilitation in your state and obtain answers to the questions and others which should have been asked but weren't.

2. Develop this information into a fact sheet--brief--not more than two pages of large, bold faced type. Be sure the VR Director reviews and approves your facts.

3. Then ask him how you can assist him to develop a VR program more commensurate with the needs of the deaf persons in the state. He will not likely have a ready answer for this

question, as no one will have asked it before, so --

4. Have a program development plan in your hip pocket--not necessarily in great detail and certainly don't ask for the moon--the State VR Director's budget is not like NASA's. But do make suggestions for a reasonable and orderly development of VR programs which are supported by leading deaf persons of the state and the hearing leaders of deaf programs as well.

5. Get the VR Director's agreement on your plan and then be prepared to work for it in the control agencies and the legislature shoulder to shoulder with the VR Director.

6. Use your fact sheet. Pass it out at the committee meetings. If press representatives are present in the hearings see that they get a copy. Be sure some deaf people are present with interpreters. If your fact sheet is more than two pages long it probably won't be read. If it is not in large, bold type, it probably can't be read in the smoke-filled room where the committee meets.

Where will the money come from? The proposed VR budget for next year has little more than an inflationary factor increase in Section 2. There will probably be some increase in Section 4 (Expansion). This money will probably be earmarked for public assistance cases including former and potential cases or earmarked for migrants or for model cities residents. There are deaf people in each of these groups, so ask for your share.

Another part of the VR Act with which you should be familiar is follow-up services. This allows state VR agencies to provide additional service after a case has been closed and is

employed without re-opening the case record. This has particular applicability to deaf persons. You may wish to try to get your State Director of VR to issue a special memo to his staff on this follow-up service, relating some examples of how this could benefit deaf adults.

Another part you should know about is the Services for Family Members and finally the New Careers for the Handicapped section of the Act. Both have special significance for deaf persons.

Above all present a united front--develop a reasonable program that will achieve maximum support from all persons interested in services for deaf persons and then be prepared to work hand in hand with the control agencies. Other disability groups will be battling for their share plus your share too if you don't appear.

RECOMMENDATIONS

1. It is recommended that one person be appointed from each of the ten H.E.W. regions to work with each state in that region as a consultant or coordinator of services for the deaf in that region. These appointees would form a group of ten (1 from each region) which would comprise a national rehabilitation commission for the deaf. The group would provide consultative services and administrative direction to programs for the deaf at the regional level. It would also provide a perspective of total services at the national level.

2. It is recommended that a state level council or commission be established in strategic areas of a state to identify with those individuals who suffer a hearing handicap. This council or commission (similar to the Commission for the Blind) would serve strictly as an organization to inform and to provide information to the public concerning services in the state available to the hearing handicapped. It would be one organization to which all people in contact with hearing handicapped persons could turn for up-to-date information on available services.

3. It is recommended that schools, rehabilitation services, public health, medical services and such other agencies as may be appropriate, coordinate their efforts in promoting early testing and referral, parent counseling, continuing comprehensive evaluation, and education and rehabilitation programs on a birth to death continuum.

4. It is recommended that the deaf community make their voices heard in greater measure by asking for the educational and rehabilitative services which are needed on a birth to death continuum. It is further recommended that national, state, and local councils, similar to the Council of Organizations Serving the Deaf, work closely with the deaf community in meeting their needs.

5. It is recommended that in some communities a confederation of parent organizations and adult groups representing the various types of exceptionalities obtain direct action through a united front.

6. It is recommended that colleges and universities involved in programs for the deaf give special emphasis to the development of leadership among the deaf through such workshops and activities as have been provided by the example of Project DAWN and similar efforts.

7. It is recommended that cooperative agreements currently in effect in several residential and day education programs for the deaf with state vocational rehabilitation agencies serve as the pattern of action for other schools and rehabilitation agencies. Such cooperative programs should include work study and on-the-job training programs.

8. It is recommended that greater attention and fiscal support be given by educational and rehabilitative agencies in providing appropriate programs for the multiply handicapped deaf and that appropriate legislation be sought to facilitate such

programs. It is suggested that the appropriate use of personnel, who are specialists in other areas of exceptionality, be considered as programs are developed and expanded.

9. It is recommended that a closer working relationship be evolved between education, rehabilitation and vocational education.

10. It is recommended that the State Consultant for the Deaf, in cooperation with the State Director of Vocational Rehabilitation, develop and maintain a registry of available and qualified interpreters for the deaf to be utilized in all types of situations requiring interpreter services.

It is suggested that the National Registry of Interpreters for the Deaf or State R.I.D. organizations request monies from the United Fund or similar institutions to provide interpreter services.

It is further suggested that a regional and/or national residential, short term training course be established to provide post-professional training for interpreters to up-grade skills.

11. It is recommended that urgent consideration by State Mental Health Divisions be given to setting up programs for the mentally ill deaf with the purpose of rehabilitating them and moving them out of institutions.

12. It is recommended that a federally funded pilot project be set up--a Community Living Center--for multiply handicapped deaf children and adults to provide long term care.

13. It is recommended that every state Vocational Rehabilitation Agency have a consultant assigned solely to the hard of hearing and the deaf.

14. It is recommended that State Vocational Rehabilitation Directors and Rehabilitation Consultants for the Deaf make a concerted effort to utilize Vocational Education money to enrich and expand existing programs for the deaf.

SUMMARY

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A summary of this workshop on evaluation and recommendation must of necessity and to a very real degree constitute a summary of national, regional, and state activities during the last four years. This is due to a unique design for change and development which came out of the National Conference for Coordinating Rehabilitation and Education Services for the Deaf held at Las Cruces, New Mexico, in 1967. At the national meeting, a design emerged for nine regional meetings and subsequent state and local meetings to be held. This was a deliberate plan to extend involvement, to face 'at home" issues, and to generate commitment between and among rehabilitation and education professionals to cooperate in providing services for deaf people of all ages.

Thus, a purpose, a process, and a will-to-act was launched at Las Cruces. Now we are evaluating and projecting further recommendations. This meeting is not a "wrap-up;" it is "gearing up" so that goals, processes and agreements can be further extended. What kinds of outcomes can we identify at this point?

Direct Results

This meeting has pointed up several direct results of the national, regional, and state meetings. Among the more important

direct results are items such as these:

... The consumer of services (deaf people, parents of deaf children and youth, and deaf professionals) has experienced direct involvement as never before.

... Professionals (rehabilitation officials, educators, social workers, and others) have been forced to examine their services in relation to other services.

... The quality of all services for the deaf has been discussed frankly and openly, permitting important inadequacies to be recognized.

... Rehabilitation officials and educators recognized certain common goals, saw how more effective use of resources could be achieved and generally created a vitally important open climate of cooperation.

... Channels of communication and interaction between and among rehabilitation officials, educators, and deaf people have been established and are reasonably functional.

... Authority provision (legislation and regulations) have confronted, examined, and pressures are being generated to broaden and improve them.

... Entirely new perceptions of the extent and quality of services needed by the varied deaf population are now surfacing.

Attendant Outcomes

It is not surprising to note that activities initiated at Las Cruces have sometimes corresponded with efforts of other

groups. When this happened, the activity or goal received much greater support and reinforcement. Below are listed only a few "attendant outcomes"--activities which occurred because of Las Cruces and along with other forces.

... Effective communication is recognized now as essential in all activities, and the communication needs of the deaf must take precedence over any restrictive modes or forms of communication. (This has resulted in a more general acceptance of "total" communication.)

... Recognition that some needs of the deaf can best be met by services from deaf professionals.

... Accountability is essential, not only as a justification for the expenditure of funds, but also as a means of re-assessing goals.

Ineffective Efforts

This workshop on evaluation and recommendations acknowledged certain ineffective efforts and plans that did not materialize. These were viewed as three problem areas.

... In some instances, the regional structure as a base of operations proved to be very impractical, and in a few states mobilization was weak or impossible.

... In several instances, both rehabilitation and education resources were so limited that plans for change and development were useless, at least until more realistic funding is in sight.

... Although the consumer has been involved more than ever, he has not yet experienced adequate representation in many developments growing out of the Las Cruces meeting.

Continuing Effects

In the appraisals conducted at this workshop, it is obvious that national, regional, and state activities will have continuing effects. In some ways, these outcomes represent the most exciting aspect of this project, for they are true "changes in course." What are examples of some of these continuing effects?

... Attitudes and understandings between and among rehabilitation officials and educators will continue to be more positive.

... Services rendered to the deaf by rehabilitation and education will become more interdependent, especially in areas where useful structures are evolving.

... The involvement of deaf people will grow steadily in many aspects of rehabilitation and education.

... Some regional and state structures for cooperation will continue, new ones will develop, and others will fail--but cooperation will continue as more natural structures evolve.

... Together--rehabilitation and education--will generate more support for services to the deaf than either could working separately.

New Goals

Evaluation is not usually very effective if new perceptions of purpose do not emerge. New goals have been pointed up in this workshop; they will take the form of recommendations. The kind and quality of these new goals reveal the impact of the work, deliberations, and change which has occurred during the past four years. Here are examples of some new goals:

... The necessity for voluntarily formed regional service centers, involving both rehabilitation and education services, for the deaf of all ages is now recognized.

... Cooperation between rehabilitation and education to provide services for deaf of all ages, including the very young and the aged, is a new goal with far-reaching implications.

... Local, state and national action is needed to have deaf people designated as priority targets for increased services.

... New organizational patterns are needed in order to provide coordination, information, and stimulation.

This four year project has reflected some of the basic tenets of our society. As it illustrates them so clearly, at least a few of them should be made explicit. The project quite well and quite justly assumed--

... That people have a right to be involved in giving direction to events which do or will affect them,

... that human resources are our most valuable resources and they do not occur in a natural state: they must be nurtured and developed by other humans

... that financial resources must be found wherever they are in order to meet human needs wherever they occur, and

... that the greatest purpose of all is enabling another person--not only to sustain himself--but to make a contribution to his society, for this is the meaning of life in our time and in our nation.

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